**Climate Change – Effects on Human Activity & Natural Systems**

Climate change has affected living organisms in many ways, for example: loss of habitat for polar bears; bleaching of corals; extinction of plant and animal species, etc.

For this assignment you will choose one organism that has been negatively affected by climate change and create a digital **poster** that brings attention to its situation. You may choose humans as your organism, but choose a specific group such as the Inuit in the Arctic.

Suggestions for choosing your organism:

-Your best source of information comes from scientific journals. To find summaries of journal articles that are at an appropriate level, you can do a search for “climate change” and limit your search to “News” or do the same search on the Science Daily website (<https://www.sciencedaily.com>). Once you have found your organism, you can do additional research on the specific topic.

The poster must include:

-A creative title that catches people’s attention.

-An image of the organism.

-Background information about the organism. [Where does it live? (geographical location as

well as type of habitat) How does it interact with its habitat? (food sources, relationships with

other organisms, etc.]

-A specific description of how climate change has negatively affected this organism.

-“What can you do?” – describe 3 suggestions of specific actions that can be taken

(2 should be individual actions, 1 should be government (refer to specific initiatives such as

cap-and-trade, carbon offset, etc.) that can reverse the negative effects of climate change on

this organism.

Try to be creative in your design, and avoid having too much text on the poster. Point-form text is fine. The poster should be 1 page (letter or legal size), created digitally, and it should be e-mailed to your teacher. Some suggestions of digital platforms: Microsoft Word or Powerpoint, <https://piktochart.com>, etc.

The text should be in your own words (paraphrase, don’t use direct quotations).

-You must cite your sources (in-text citations, APA format).

-Please also indicate the source of your image (just the url is fine).

-You should use at least 2 different sources of information, and include References (in APA format) somewhere on the poster or submit as a separate document.

Poster Due Date: **Friday, January 19th, 2018**

**EVALUATION SCHEME:**

**COMMUNICATION**:

*Student communicates for different audiences and purposes in oral, visual, and/or written forms:*

|  |  |
| --- | --- |
| Criteria: | Marks: |
| Creative title: | 0 1 2 |
| Balance of text & images; interesting & attractive visual display. | 0 1 2 3 4 |
| Information is written in student’s own words & is properly cited (in-text citations, References, image source(s) indicated): | 0 1 2 3 4 |
| Excellent spelling & grammar: | 0 1 2 |

**/12 C ( %)**

**KNOWLEDGE & UNDERSTANDING:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Level 1 (50%)**  **2.5 marks** | **Level 2 (60%)**  **3 marks** | **Level 3 (70%)**  **3.5 marks** | **Level 4 (80-100%)**  **4-5 marks** |
| Information is accurate & based in research.  /10 | The student demonstrates limited knowledge & understanding of the content. | The student demonstrates some knowledge & understanding of the content. | The student demonstrates considerable knowledge & understanding of the content. | The student demonstrates thorough knowledge & understanding of the content. |

**/10 KU ( %)**

**APPLICATION:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Level 1 (50%)**  **2.5 marks** | **Level 2 (60%)**  **3 marks** | **Level 3 (70%)**  **3.5 marks** | **Level 4 (80-100%)**  **4-5 marks** |
| The connection between the organism's niche & how climate change affects it is clearly established.  /10 | The student makes connections with limited effectiveness. | The student makes connections with some effectiveness. | The student makes connections with considerable effectiveness. | The student makes connections with a high degree of effectiveness. |

**/10 A ( %)**

**THINKING & INVESTIGATION:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Individual and government actions & their effect on reversing the effects of climate change on the organism are clearly described.  /10 | The student uses critical skills with limited effectiveness. | The student uses critical skills with some effectiveness. | The student uses critical skills with considerable effectiveness. | The student uses critical skills with a high degree of effectiveness. |

**/10 TI ( %)**